

**STELLA MARIS COLLEGE (AUTONOMOUS) CHENNAI 600 086**  
**(For candidates admitted during the academic year 2011-12 & thereafter)**

**SUBJECT CODE: 11EL/ME/LT43**

**B. A. DEGREE EXAMINATION, APRIL 2014**  
**BRANCH XII – ENGLISH**  
**FOURTH SEMESTER**

**COURSE : MAJOR – ELECTIVE**  
**PAPER : ENGLISH LANGUAGE TEACHING**  
**TIME : 3 HOURS**

**MAX. MARKS : 100**

**I Answer any five of the following in about 500 words each: (5×15=75)**

1. Bring out the differences between communicative competence and linguistic competence.
2. Comment on the importance of the teacher-student relationship in contemporary classrooms, as seen from the humanistic approach to learning.
3. Discuss the components of an effective syllabus.
4. Examine the linguistic, psychological and sociological factors influencing the second language acquisition of an adult learner.
5. How does the situational approach differ from CLT?
6. What are the different kinds of tests?
7. Attempt an evaluation of the behaviourist approach to language learning.
8. Discuss the stages in the first language acquisition of a child.

**II Read the passage given below and frame exercises to train the students in the following:**

1. Reading comprehension (8)
2. Grammar (8)
3. Vocabulary (4)
4. Writing skills (5)

**HOW FRUIT TREES SAVE GIRLS' LIVES**

We have heard stories of girls being killed as soon as they are born, because families in many Indian villages want sons. You will be surprised to hear that in the state of Bihar, a village has been setting an example by planting trees to celebrate the birth of a girl child. In Dharhara village, Bhagalpur district (Bihar State), families plant at least 10 trees whenever a girl child is born.

Now this practice is paying off.

Nikah Kumari, a 19 year old girl from this village, is getting married soon. The bridegroom is a school teacher chosen by her father, Subhas Singh. Mr. Singh is a small-scale farmer with a meager income, but he is not worried about the high expenses needed for the marriage ceremony. Like the others in his village, he had planted 10 mango trees the day Nikah was born. The girl and the trees were taken good care of over the years, and today both are grown up. "Today that

day has come for which we had planted the trees. We've sold off the fruits of the trees for three years in advance and got the money to pay for my daughter's wedding," says Mr. Singh. "It's like putting our money in the bank. The trees are our fixed deposits," he says.

With a population of a little more than 7,000, the village has more than 100,000 fully grown trees, mostly mango and lychee. From a distance, the village looks like a forest among the other dry villages in the area. And most of the people in the village can be seen sitting in the cool shade of the trees outside their homes.

"Now we've stopped doing traditional farming of wheat and paddy. We plant as many trees as we can since they are more profitable," says Shyam Sunder Singh, a villager. Mr. Sunder Singh paid for the weddings of his three daughters after selling fruits of trees he had planted at the time of their birth. "One medium-size mango orchard is valued at around 200,000 rupees every season. These trees have great money value and they are a big support for us at the time of our daughter's marriage," he says. The villagers say they save a part of the money they earned from selling fruits every year, in a bank account opened in their daughter's names.

The tree-planting has been going on the village for generations now. "We learnt it from our fathers and they learnt it from their fathers. It has been in the family and the village for a long time," says Subhendu Kumar Singh, a school teacher. "This is our way of meeting the challenges of dowry, global warming, and female foeticide. There has not been a single incident of female foeticide or dowry death in our village," he says.

- Amarnath Tewar

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